

Inspection of Millie Moos Preschool

Althorne Parish Council, Parish Hall, Summerhill, Althorne, CHELMSFORD CM3 6BY

Inspection date: 20 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed as they arrive and eagerly find their names to post in the box. They happily enter the pre-school and immediately choose resources that interest them. They explain they want to 'make another face' with the dough or ask for help to put on their favourite princess dress. Books are popular resources. Children decide to sit in the book area and quietly read or enjoy listening to a familiar story. They excitedly talk about the characters and join in with well-known phrases.

Children show independence and develop self-help skills. They pour their own drinks and put on their wellington boots by themselves. They demonstrate an understanding of how to keep themselves safe. For example, they walk through a car park and confidently state they must stay by the wall 'because of cars'.

Older children competently use a sandtimer to take turns. They keep a watchful eye as they play and remind others to return the toy when the sand has gone. They enthusiastically make decisions and staff respect their opinions. For example, children look around to see whether the floor is tidy or the tables are ready for snack. They quickly respond, 'We must wash up the tables,' and, 'We need three more minutes.'

What does the early years setting do well and what does it need to do better?

- The manager continually reflects on the provision to make improvements. For example, recent reorganisation has created more space for children to move around freely and safely.
- Children enjoy building houses and other structures. Staff recognise this and provide an indoor building site and large bricks outdoors. They allow children to work things out for themselves, for example how many more bricks they need to reach a certain height. A member of staff ingeniously opens out a cardboard box to challenge children to put it back together.
- Staff support children's emerging communication skills. They play alongside children as they pretend to be doctors or go shopping. Staff help children to learn new words, such as 'temperature' and 'supermarket'.
- The manager has not yet considered how to effectively adapt activities and the environment for the youngest children. Some activities are placed on a table that small children cannot reach. Therefore, they cannot engage.
- Staff are caring and nurturing, especially when children are unwell. However, there is nowhere for children aged under two years to snuggle, and rest, away from the busy pre-school routine.
- Children and staff sit together at mealtimes. Children chat animatedly and discuss healthy eating. Those with dietary requirements are protected. Staff

vigilantly monitor lunchbox contents to ensure children are not exposed to foods that could put them at risk.

- The spacious garden is used throughout the day for children to be active and benefit from fresh air and exercise. Children run confidently and ride on wheeled toys. They explore what happens when they mix mud with water and make potions. Although children go to the neighbouring church to take poppies for Remembrance Day and for their Christmas concert, they do not have further opportunities to experience the wider, local community.
- The special educational needs coordinator (SENCo) works extremely effectively with children who require additional support. She liaises with the key person to swiftly recognise children who are not meeting typical levels of development. Parents are signposted to relevant agencies if necessary. Other professionals are welcomed into the setting to provide advice and guidance. These interventions help all children to progress in their learning and development.
- Staff feel well supported and say their workload is manageable. Mentors are assigned as clear points of contact and support for apprentices and new staff. Regular supervision meetings focus on staff well-being as well as their training needs and practice issues.
- Parents are very happy. They say their children settle well and enjoy attending. They feel well informed and regularly receive updates about their child's day. Parents contribute their comments to support two-way communication. Termly meetings enable them to discuss their child's progress and development with their key person.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff know the procedures to follow if they have concerns about a child or if they are worried about an adult working with children. All staff have completed safeguarding training and are aware of wider safeguarding issues. Records are maintained to monitor when staff need to update training. The manager reviews children's attendance and analyses accidents and injuries. This helps her to identify any recurring patterns that may alert her to concerns about a child's welfare. Safe recruitment procedures are in place that include undertaking suitability checks of staff working with children.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- review the environment and activities to provide the youngest children with a rich range of age-appropriate experiences and space to rest
- provide children with opportunities to gain greater awareness of the local community.

Setting details

Unique reference number	EY547441
Local authority	Essex
Inspection number	10130018
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	1 to 4
Total number of places	20
Number of children on roll	29
Name of registered person	John Lakin and Claire Lakin Partnership
Registered person unique reference number	RP905704
Telephone number	07595603498
Date of previous inspection	Not applicable

Information about this early years setting

Millie Moos Preschool registered in 2017. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, including the manager. The pre-school opens from 9am to 3pm, Monday to Friday, term time only. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Fiona Sapler

Inspection activities

- The manager accompanied the inspector on a tour of the setting and discussed how the provision is organised.
- The inspector observed interactions between the staff and children, inside and outdoors, and assessed the impact on children's learning and development.
- The inspector spoke to parents and took account of their views.
- The manager showed the inspector a range of documentation, including attendance registers and staff files and suitability checks.
- Staff, including the setting's SENCo, shared how they support children to make progress.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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